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643 571 right to a direct audience at any time. The Emperor is known to glow with pleasure when a subject with whom he is speaking reveals that he comes from Manz. The Manzēs, for their part, proudly refer to their area as *ya-negus agar* ("king's country"). They are perhaps the most devoted of all Ethiopians to the present Crown. However, many stories are told to show that this loyalty has not dissolved their intractable spirit. For example, when asked to select a representative for Ethiopia's first elected parliament in 1957, some of them were indignant: "We already have *our* representative in the capital, and if he isn't able to do the job himself, let him step down and hand it to somebody else."

871 658 Despite their expressed loyalty to Haile Selassie, the Manzēs stubbornly oppose the program with which he is publicly most associated and whose portfolio he has retained, as Minister of Education, from 1943 to the present day. The adults of Manz object to having their children attend the government schools. In many cases where a child has elected to attend school on his own, his parents have cut off all support. The four schools in Manz thus have [162] an enrolment far below capacity, totaling (as of 1960) less than four hundred in this area of perhaps fifty to sixty thousand families.[40] Those hardy youngsters who do attend school often do so in rags and with an empty stomach.

[857] One reason for this determined opposition to the government schools is the obvious economic one: children must stay at home to tend the herds. This is a problem all over rural Ethiopia, but still the schools in many other areas are overcrowded. Another reason is that, as we have seen, Manz was not interested in education in the old days. Few Manzēs learned to read in the church schools. When a boy showed unusual talent and interest in traditional studies he had to travel to Gondar, which often meant running away from Manz.

871 658 186 829 The crux of Manzē defiance of the new educational system, however, is cultural fundamentalism. The Manzēs keep their children away from the government schools because they fear that the students there are learning something that threatens the old ways. In particular, they do not like their children to learn the language of the *farənj* ("European") or to be exposed to Ethiopians who have been taught by *farənj* and thereby infected by alien ideas. Tending the farm, keeping the fasts, defending land and self—that is the sum and substance of Manzē education, beyond which there is nothing a boy needs to learn.

829 648 186 Undoubtedly part of this dread of *farənj* learning is based on the Manzēs' one experience with the white man: the Fascist occupation. As one of the strongholds of patriotic resistance to the occupation, Manz and the Manzēs became the object of the invader's unyielding fury. Over miles and miles of Manz not a home or church was spared. The inhabitants were either killed, or fled to safer areas in Galla country, or joined the underground opposition—

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"subject to the approval of the Emperor" and gave him "the right to promulgate the decrees, edicts, and public regulations of the Church, except those concerning monastic life and other spiritual administrations."

The general position of the church had already been weakened by the events of the Italian occupation. Italian policy resulted in the destruction of many church buildings and the massacre of numerous monks, including those of the hallowed monastery of Dabra Libānos. Of the national leaders, the Egyptian *abuna* was out of the country from 1937 on; two of the bishops were put to death, including the much venerated martyr, Abuna Pēṭros;* and the remaining two compounded the demoralization by openly supporting the invaders. One of these went so far as to anathematize resistance fighters and forbade Ethiopian priests to give Christian burial to those who died as patriots. In some areas, moreover, it is said that the local clergy lost much prestige by welcoming the invader with open arms.

Haile Selassie thus had a much stronger hand in his dealings with the clergy when he returned from exile in 1941. The next year he issued a decree which sharply restricted the perquisites of the local clergy. Their landed properties were no longer tax free, but now carried the obligation to pay taxes at the normal rate into a central church treasury. The church was deprived of temporal jurisdiction over its ordained and lay members, including the authority to inflict fines, and was denied the right to corvée labor from peasants living on their lands. (In practice these latter restrictions of authority are frequently ignored in the provinces.)

The development of a nationwide system of government schools, finally, has broken the clergy's monopoly of educational facilities. Wherever government schools have invaded traditional Abyssinian regions, the clergy tend to be defensive and resentful. The specific issues have been the decreased prestige of certain traditional religious subjects, which are not taught in these schools, and the comparatively lower income of church teachers. Thus, a full-time teacher of reading attached to a monastery may receive Eth$15 a month from the central church treasury, whereas a government school teacher in the same area teaching the same subject may earn Eth$150 a month.

Despite all these blows, the clergy still retain much the same prestige as ever in the provinces. Their influence over public opinion is considerable, and has been a major factor in discouraging families in traditional Christian areas like Manz from sending their children to government schools.† Despite

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* A statue of Abuna Pēṭros has been raised in the center of Addis Ababa. His fate has been celebrated in the verse drama by Makonnen Endālkāchaw, *Ye-dam Demṭ*, translated into English as *The Voice of Blood* by Endālkāchaw Makonnen.

† When the Ethiopian government is ready to inaugurate a major program of provincial education, it should not prove difficult to overcome this opposition. A number of provincial priests, with whom the author has discussed this matter, have signified their willingness to serve as

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recent restrictions on their income, it remains considerable. It is conservatively estimated that they possess at least fifteen per cent of the arable land in Ethiopia, and their general inertia with regard to agricultural reform remains a significant conservative factor.

In the modernizing sector, the position of the clergy has been much more vulnerable. The traditional forms of erudition and piety seem to bear little relevance to the intellectual and moral needs of the modernizing elements. The church's reputation for hostility to change further alienates them from it. But it is by no means certain that the church's position will only decline with the passage of time. Ethiopia will be profoundly susceptible to the appeal of traditional revivalist sentiment as the strains attendant on modernization increase; and by its publication of two monthlies, since 1947, the church has already shown, albeit in a limited way, its capacity to employ modern media for traditionalist purposes. On the other hand, if the tiny band of Western-educated church leaders succeed in promoting some degree of modernization in the church, through institutions like the Theological School and the Orthodox Students Association, the clergy may yet play a constructive part in the social and moral life of transitional Ethiopia. It remains to be seen whether its leadership will be effective enough to move the traditionalist clergy to make those adjustments necessary for survival as a respected status group in the modernizing sector.

The New Men of Power

After curbing the independent power of the *makwānnent*, Haile Selassie was careful to prevent others from taking their place in the political structure, determined as he was to consolidate in his own hand all the powers they once wielded. As a result of his centralization of government in Addis Ababa, however, a new group of men have gained pre-eminent status at the national level. We may call this group the "new nobility": "new" because of their development of an urban style of life, and because their influence as an elite is largely directed to the modernizing infrastructure, and "nobility" because of their perpetuation of the traditional hierarchical image of a superior and privileged status group. The core of this status group consists of government officials with the ranks of minister, vice-minister, and assistant minister, who function essentially as a personal administrative staff for the monarch.

As observed above, Tēwodros clearly saw the need for creating a new class of nobles, freed from regional interests and acting solely according to the

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elementary instructors in the government schools, and at salaries much lower than the better trained Ministry teachers. The presence of just one or two priests in these schools would eliminate the traditionalist opposition to them that is now so strong. The situation may be compared to that in Ceylon, where the opposition of Buddhist monks to government schools was eliminated by incorporating them as teachers in those schools.